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AP CollegeBoard

AP Spanish Language and Culture

Sample Student Responses and Scoring Commentary

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AP® SPANISH LANGUAGE AND CULTURE
2017 SCORING GUIDELINES

Identical to Scoring Guidelines used for French, German, and Italian Language and Culture Exams

Interpersonal Speaking: Conversation (Task 3)

5: STRONG performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task
• Provides required information (e.g., responses to questions, statement and support of opinion) with frequent elaboration
• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
• Varied and appropriate vocabulary and idiomatic language
• Accuracy and variety in grammar, syntax, and usage, with few errors
• Mostly consistent use of register appropriate for the conversation
• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) improves comprehensibility

4: GOOD performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is generally appropriate within the context of the task
• Provides most required information (e.g., responses to questions, statement and support of opinion) with some elaboration
• Fully understandable, with some errors that do not impede comprehensibility
• Varied and generally appropriate vocabulary and idiomatic language
• General control of grammar, syntax, and usage
• Generally consistent use of register appropriate for the conversation, except for occasional shifts
• Pronunciation, intonation and pacing make the response mostly comprehensible; errors do not impede comprehensibility
• Clarification or self-correction (if present) usually improves comprehensibility

3: FAIR performance in Interpersonal Speaking
• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task
• Provides most required information (e.g., responses to questions, statement and support of opinion)
• Generally understandable, with errors that may impede comprehensibility
• Appropriate but basic vocabulary and idiomatic language
• Some control of grammar, syntax, and usage
• Use of register may be inappropriate for the conversation with several shifts
• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility
• Clarification or self-correction (if present) sometimes improves comprehensibility

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2: WEAK performance in Interpersonal Speaking
- Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task
- Provides some required information (e.g., responses to questions, statement and support of opinion)
- Partially understandable, with errors that force interpretation and cause confusion for the listener
- Limited vocabulary and idiomatic language
- Limited control of grammar, syntax, and usage
- Use of register is generally inappropriate for the conversation
- Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility
- Clarification or self-correction (if present) usually does not improve comprehensibility

1: POOR performance in Interpersonal Speaking
- Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task
- Provides little required information (e.g., responses to questions, statement and support of opinion)
- Barely understandable, with frequent or significant errors that impede comprehensibility
- Very few vocabulary resources
- Little or no control of grammar, syntax, and usage
- Minimal or no attention to register
- Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility
- Clarification or self-correction (if present) does not improve comprehensibility

0: UNACCEPTABLE performance in Interpersonal Speaking
- Mere restatement of language from the prompts
- Clearly does not respond to the prompts; completely irrelevant to the topic
- "I don't know," "I don't understand," or equivalent in English
- Clearly responds to the prompts in English

NR (No Response): BLANK (no response although recording equipment is functioning)

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2017 SCORING COMMENTARY

Task 3: Conversation

Note: Student samples are quoted verbatim and may contain grammatical errors. In the transcripts of student speech quoted in commentaries, a three dot ellipsis indicates that the sample has been excerpted. Two dots indicate the student paused while speaking.

Overview

This task assessed speaking in the interpersonal communicative mode by having the student respond as part of a simulated oral conversation. Students were first allotted 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Then the conversation proceeded, including 20 seconds for students to speak at each of five turns in the conversation. The series of five responses received a single, holistic score based on how well it accomplished the assigned task. The responses had to appropriately address each turn in the conversation, according to the outline as well as the simulated interlocutor's utterance.

The course theme for the conversation task was Families and Communities. The student maintained a simulated conversation during class time with a classmate named Juan about a school project involving the creation of a website dedicated to featuring the community where they both live.

1. In the first prompt Juan asks the student to propose ideas about things or places they could photograph for a website about the community where they live. The student was expected to answer and give several options.

2. The second prompt asks the student what they would like to see on the homepage of the website. The student was required to respond and explain why.

3. In the third prompt Juan asks the student what other information they could post on the website, in addition to the photos. The student was expected to answer and provide details.

4. For the fourth prompt Juan suggests adding testimonials to the website and asked the student who they would like to interview for this section. The student was expected to answer with details.

5. In the final prompt Juan mentions that the class was coming to an end and then he asks when they could meet again to work on the project. The student was expected to suggest an option and say goodbye.

Sample: 3A
Score: 5

Transcription of Student Response

Yo creo que deberíamos fo . . fotografiar la las partes de onde van a jugar los niños como los parques, también como nosotros tenemos bastante de ríos ah . . Sería bueno ir a tomar fotos de nuestros ríos, de nuestros parques de recreación, porque ahí es donde las familias se reúnan a divertirse.

Bueno a mí me gustaría ver una foto de de cómo . . de los niños y las familias todas reunidas para enseñar que nosotros somos una comunidad bien unidas y que somos una comunidad de . . llena de familia y de vida y de amor.

También deberíamos incluir cosas como de comunidades como de la de festivales de cosas de cuando si gente necesita comida, a partes para un día comer, eso con la familia, escuelas, como servicios comunitarios, cosas así.

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Task 3: Conversation (continued)

Bueno a mí me gustaría entr . . entrevistar a . . a mí a mí . . a las personas que viven . . al lado de mí porque ellos han vivido aquí en la comunidad más de unos treinta años casi toda su vida y ellos saben más y ya saben cómo esta comunidad está llena de amor y

Si tú quieres nos podemos ver el otro martes, yo estoy libre y te puedo ver y eso fue todo y gracias ahí te veo otro día Juan.

Commentary
This sample is an example of a STRONG performance in interpersonal speaking. The student provides the required information with frequent elaboration: "*como nosotros tenemos bastante de ríos ah . . Sería bueno ir a tomar fotos de nuestros ríos*"; "*una foto de de cómo . . de los niños y las familias todas reunidas para enseñar que nosotros somos una comunidad bien unidas y que somos una comunidad de . . llena de familia y de vida y de amor.*" The response is fully understandable. The student speaks with ease and clarity of expression throughout the series. This response includes varied and appropriate vocabulary and idiomatic language: "*enseñar"; "bien unidas.*" The sample also provides evidence of accuracy and variety in grammar, syntax, and usage: "*deberíamos fo . . fotografiar*"; "*si tú quieres nos podemos ver.*" Use of register is consistent and appropriate throughout the conversation (*tú*, which is appropriate when speaking with a classmate). The student's pronunciation, intonation, and pacing make the response comprehensible. The student occasionally searches for ideas, but these moments of hesitation do not impede comprehension: "*me gustaría entr . . entrevistar a . . a mí a mí . . a las personas que viven . . al lado de mí."* Self-correction improves comprehensibility: "*fotografiar la las partes."*

Sample: 3B
Score: 3

Transcription of Student Response
Hola Juan. Tengo muchas ideas sobre este proyecto, por ejemplo, creo que podemos usar unas fotografías de del río Farmington . . y la escuela

En la página principal quiero ver una fotografía del río Farmington. Es muy bonito y creo que muchas personas les gusta el río. Es u . .

Pues, te sugiero que uses la información sobre la música y el programa del de la música en nuestra escuela también tenemos muchas depor . .

Sí quiero entrevistar. . para el proyecto tengo muchas opiniones sobre mi comunidad . . por ejemplo mis amigos mi familia y mi escuela y los clases que

Claro que sí necesitamos hablar más después de la escuela. Te recomiendo que me llames después de la escuela hoy. Adiós.

Commentary
This is a good example of a FAIR performance in Interpersonal Speaking. The student provides most required information: *"creo que podemos usar unas fotografías de del río Farmington"; "quiero ver una fotografía del río Farmington"; "Pues, te sugiero que uses la información sobre la música y el programa del de la música en nuestra escuela"; "necesitamos hablar más después de la escuela."* The response is generally understandable with errors that may impede comprehensibility: *"creo que muchas personas les gusta el río"; "quiero entrevistar . . para el proyecto tengo muchas opiniones."* There is appropriate but basic vocabulary: *"este proyecto"; "la escuela"; "la música."* There is also some control of grammar, syntax, and usage: *"creo que podemos usar unas fotografías"; "quiero entrevistar . . para el proyecto tengo muchas opiniones sobre mi*

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Task 3: Conversation (continued)

comunidad"; "te sugiero que uses la información sobre la música." Pronunciation, intonation, and pacing make the response mostly comprehensible.

Sample: 3C
Score: 2

Transcription of student response
Hola Juan, uhm yo pienso que el sitio web uhm, es un buen idea y que nosotros debemos creer uhm esto de actividades para la comunidad y posible . .

Uhm, yo pienso que yo buscararé la red para la comida ah, para fotografías y para más y yo pienso que tú debes uhm pregunta a personas que viven aquí para más información y pregunta

Ah, yo pienso que nosotros debemos uhm, un poco escrito uhm eh, con los fotos porque estos son muy importante para informar ellos con los tapicos, to. . temas y los actividades.

Ah, sí, yo pienso que es un buen idea y ehm, en nosotros sitio de web yo pienso que debemos tener actividades y uhm pien . . un poco de la cultura y comida local uhm, deportes.

Ah, sí, uhm, yo pienso que mañana y este semana es un buen tiempo para mí, para trabaja . . ah trabajamos en este sitio, uhm, también yo espero que tú tienes un bien día y adiós.

Commentary
This is a sample of a WEAK performance in Interpersonal Speaking. The student partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task: *"Hola Juan, uhm yo pienso que el sitio web uhm, es un buen idea y que nosotros debemos creer uhm esto de actividades"; "yo pienso que mañana y este semana es un buen tiempo para mí."* The series of responses provide some required information: *"yo pienso que yo buscararé la red para la comida ah, para fotografías"; "Ah, sí, uhm, yo pienso que mañana y este semana es un buen tiempo para mí."* The vocabulary is limited: *"debemos creer"; "un poco escrito"; "los tapicos."* Control of grammar is also limited, and errors impede comprehensibility: *"un buen idea"; "yo buscararé"; "tú debes uhm pregunta"; "los fotos porque estos son muy importante"; "nosotros sitio de web"; "para trabaja . . ah trabajamos."* Pronunciation, intonation, and pace interfere with comprehensibility at times.

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